



## Rockwell Green Church of England Primary School

# English Writing Policy

Status:	NON-STATUTORY
Responsible person:	English Subject Leader
Responsible Governor:	
Ratified by the Head Teacher:	June 2025
Date first approved by the Governing Body:	
Review Period:	Biennially
Review Date:	June 2027

## Rockwell Green Church of England Primary School Writing Policy

### Intent

Writing is a key form of communication. At Rockwell Green Primary School, it is our intention that our pupils see themselves as writers. That they have a love for writing as a creative process, hand in hand with a secure understanding of the mechanics of writing, including the fluency, spelling (see also spelling and handwriting policy), structure, grammar and punctuation. We aim to immerse children in developing a love for and an understanding of language and vocabulary and to be able to select the right words to express the emotion or idea that they wish to convey. We also value writing in all of its forms and across all of the curriculum areas, setting high expectations for the written word, however and whenever it is used.

### Implementation

The key to achieving our intentions will be that staff and pupils have a key understanding of the main text types and that we have coverage of these across their time at Rockwell Green.

The four main text types are:

- 1) Writing to Entertain (narrative, poems and plays)
- 2) Writing to Inform (Non-Chronological reports, recounts, biographies and newspaper reports)
- 3) Writing to Argue (Persuasion, Discussion and Speech & Debates)
- 4) Writing to Explain (Explanation, Instruction, Recipes and Manuals)

Writing to entertain will be taught each half-term. With the non-fiction writing only writing to inform and writing to explain will be taught while in KS2 writing to inform, writing to argue and writing to explain will all be taught four times over a two year period. This is to ensure that children get good coverage of the different text types. The school's long term overview states the coverage that is occurring across the school. In EYFS the children will be exposed to a range of fiction and non-fiction that they will then use as a stimulus for their writing.

To support sentence writing progression the school has medium term plans which break the sentence objectives down into small steps for each half-term. These are explicitly taught each half-term and the teachers have the opportunity to move small steps from one half-term to another. There is also the opportunity for repetition.

For the writing units, teachers are asked to choose the best and most appropriate book/text to support the children in the learning of the English objectives. Teachers are able to link the English unit to other aspects of the curriculum (e.g. history topic), as this can be highly effective, however having the most appropriate text is the first

priority. By looking at and investigating texts, pupils will focus on specific objectives. They will be taught explicitly about the functions of punctuation and grammar, as well as exploring the style and structure of the text type. Exploring and developing vocabulary will also form part of the explicit teaching and will be drawn upon to enhance pupil's writing.

Through the writing opportunity there is an expectation that children will have lots of opportunity to write and the school's planning document has a column called 'Short Burst Writing' opportunity. Therefore, immersion into the text may occur for one or two days but then teachers focus on the writing objectives and give the children lots of opportunity to write. To ensure teachers are focused on the National Curriculum objectives for their Year group these are on the school planning format and teachers need to highlight the objectives that are being taught through the unit. To ensure there is coverage across the year the school's English medium term planning outlines the objectives that are taught across the year.

To support the quality of the short-burst writing from the children the teachers will explicitly model using the 'Shared Writing' approach. This is an opportunity for the teacher to verbalise out loud the thinking that is going on in their head so the children are explicitly gaining an understanding of what writers do. They will occasionally, when appropriate to enhance the learning outcomes, ask the children for input and they will also model putting a dotted line under a spelling if they are unsure of how it is spelt. This will be an approach the children use and will also not stop the flow of the writing process. The spelling can then be checked at a later point.

To support the children through their writing experiences (either short-burst or their longer end of unit write) the children will have access to a range of learning resources. This is part of our normal classroom practice and may include complex speed sound charts to specific vocabulary lists. The children can also have access to dictionaries and thesauruses.

Through the writing unit the children will be given the opportunity to edit learning. Rather than editing everything the class teacher will focus on a specific aspect (using the 'Reach for the Stars' school editing guide) so that the children can focus on one aspect and do it well. All the writing that the children do is giving the teachers an opportunity to review and reflect on what the children need to attain and achieve within their writing.

Each writing session should start with a review session (in line with the principles of instruction) and teachers also have the flexibility to extend their learning sequence by

adding in other objectives that the children need to develop as a writer. The school has a very clear view point that if the teacher at the time does not teach that specific learning point then the child/ren will continue to make the same error. When children are reviewing their learning and closing the feedback loop they will use a purple pen. This could be to correct punctuation, write out a spelling three times, change a sentence or write out a short paragraph. The process from the children will depend on the review as part of the feedback policy from the teacher.

Spelling, grammar and punctuation are key focuses within each unit and teachers repeat the specific grammar or punctuation a number of times to support with knowledge being retained in the long term memory. This is an important aspect of our English writing teaching rather than just covering different grammar or punctuation objectives each day. To support with the teaching of spelling, grammar and punctuation teachers have the freedom to deliver in different ways. This could be through starters or could be by using the whole session.

Through the sequence and learning that is covered the teacher and the pupils will take their knowledge from the unit to produce an agreed success criteria for their end of unit write. The precise success criteria will firstly include the purpose of the piece of writing and include the aspects of punctuation and grammar that have been explicitly taught, along with specific textual or creative pointers that have been covered. The success criteria may also highlight certain non-negotiable expectations of writing. Teachers will model a shared plan. When planning, children may be given choice about what process or method they use, e.g. they may 'box up' or use a story map, some pupils may be more pictorial than others in their planning. Once their plans are produced they should be able to speak them out loud.

As in other pieces of writing within the unit, editing will be able to occur at this point again using the 'Reach for the Stars' resources to support this. After this point, publishing may occur depending on the purpose for publishing, e.g. display, sending to someone.

### Assessment

Assessment in writing is continual and on-going, it can also be drawn from across the curriculum range, where we hold the same high expectations for writing, no matter what the subject. Assessment for learning is a key part of the writing process and during all stages of the process pupils will have the opportunity to respond to feedback. This on-going assessment and feedback cycle will be key for shaping the specific content of key learning points in the unit sessions. As shared already, the teachers have the freedom to extend units to teach specific objectives that have been identified through ongoing assessment.

In addition to the above and in order to assist with formal assessments of how a pupil's writing is progressing, we will assess one piece of independent final writing per term, using the Somerset Literacy Network levelling grids from Reception to Year 6. When writing independently, pupils will still discuss ideas with teachers and peers, work using the success criteria as outlined, they will have access to the usual classroom resources to support their writing and will have the opportunity to self or peer edit. They will not be allowed to be given specific spellings by the teacher or prompts toward resources, a detailed model of what to write or editing instructions from the teacher.